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ABSTRACT

To provide special instruction for students who report fear and avoidance of communication, a reticence program was instituted at Pennsylvania State University. Since the school has a general speech requirement that nearly all students have to meet in order to graduate, students are given an opportunity to enroll in this special section if they feel they may have any of the communication problems listed on a handout presented to them on the first day of speech class. A screening interview is then arranged whereby probing questions are asked to try to get a feel for the breadth and the depth of the student's communication problems. Once accepted into the special program, students are offered opportunities to practice communicating through the in-class goals (speeches, group oral reports, and so forth), the out-of-class goals (any sort of communication goal of the students' choice to be done out of class), and the other assignments that provide them with practice situations (the group project, simulated job interviews, etc.). Students are taught to change their views of themselves as communicators and of the act of communication through material on communication principles, goal analysis papers, goal reports, audience and situation analysis instruction for all types of situations, and discussion of public speaking as extended conversation. (HOD)

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TREATING RETICENT STUDENTS: THE PENNSYLVANIA STATE UNIVERSITY PROGRAM

by

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INTRODUCTION

In recent years speech communication teachers have become increasingly concerned about providing special instruction for students who report fear and avoidance of communication and perhaps ineptitude. Various approaches have been suggested such as systematic desensitization,[1] cognitive restructuring,[2] and skills training.[3] There have not been very many large-scale programs that have been instituted to treat this problem, but there is one program which has nad a long and successful history. That program is known as the Reticence Program, which was founded by Gerald M. Phillips, Professor of Speech Communication at Penn State University.

The Reticence Program was instituted to help those students who were designated as reticent. Reticence is postulated as a problem of deficient communication skills; thus, the mode of treatment recommended by Phillips and his colleagues is skills training.[4] Thus, the program focuses on helping students to improve their <u>behavior</u>, rather than attempting to make them feel better. It is not that we don't consider their feelings to be important; it is much easier to try to alter someone's behavior than it is to have any impact on their feelings of confidence, self-esteem, and so forth. By changing behavior, though, it may be possible to change feelings. We operate on the assumption that if we can teach someone to communicate effectively, that individual will receive positive response from others and will notice him or herself that his/her behavior is improving. From effective behavior and positive response should develop more positive feelings about the self and the act of communicating.

The purpose of this paper is to describe in detail the Reticence Program at Penn State. This paper provides the "nuts and bolts" so to speak of (1) Getting the Students for Instruction; (2) The Screening Interview; and (3) How the Course Is Structured.

GETTING THE STUDENTS FOR INSTRUCTION

How one goes about getting the students for special communication instruction depends upon whether or not there is a speech requirement at the college or university. If students are not required to take a speech communication class for graduation, it is necessary to advertise the program, perhaps through some other course that is required of all or nearly all students. This will probably attract some who need the course, but those who have the most severe communication problems will probably not step forward for help.

At Penn State University, there is a general speech requirement that nearly all students have to meet in order to graduate. Consequently, it is relatively easy to get students for special sections. The procedure used is as follows:

1. Students enroll in one of three options of the basic Speech Communication 200 course: (1) Option A, which is principally public speaking; (2) Option B, a group discussion course; or (3) Option C, essentially a course in speech criticism.
2. On the first day of class each term, students are given two departmental handouts. The first handout is an option syllabus, which describes the option and its requirements. The handout informs students, and this is reinforced by the individual instructor, that in all sections, regardless of option, all students will be required to speak in front of the class. This is because all options teach some public speaking, some group discussion, and some speech criticism. What is emphasized depends on the option.

   The second handout lists seven communication problems (See Appendix A) and informs students that if they feel they have any or all of the concerns, they should consider Option D, the fourth option of the basic

course. The handout specifies that if they are considering Option D or would like to find out more about it, they should report to a particular office to talk with someone.

3. Those students who are interested in the special option then are interviewed by a member of the special section teaching staff.

THE SCREENING INTERVIEW

Interviews are held from 9:00 am until 4:00 pm for the first two days of classes, and from 9:00 am until noon on the third day of each term. At any time during those hours, students come in for screening. The following procedure is generally followed by all interviewers:

1. The student is greeted and asked to sit with one of the interviewers at one of the two or three stations in the room.
2. The interviewer introduces him/her self to see if the student does the same.
3. The interviewer then asks the student why s/he came for an interview. Generally, the student will reply that s/he was just in a speech class and was given a handout describing various communication concerns. At that point, the interviewer produces a copy of the handout and asks the student to identify which of the seven concerns s/he feels.
4. The interviewer goes through the handout with the student, making sure to ask that student about all seven items. Probing questions are asked to try to get a feel for the breadth and the depth of the student's communication problems. For instance, to try to understand a student's complaint about being unable to carry on conversation with a stranger, the interviewer might say, "Suppose you were at a large party, such as a fraternity party, and you didn't know anyone other than the friend that you came in with. What would you do?" The student who has a problem in this area will fre-

quently respond that s/he would talk only to the friend. If the friend left to talk to someone else, the student would probably not approach a stranger to make conversation.

It is important for the interviewer to try to get the student to describe what it is that s/he can't do very well that s/he would like to be able to do. In this way the interviewer has a better idea of what recommendation to make to the student. It is also important to note that no questions are asked about the student's home life, personal relationships or any other information that is unrelated to specific communication concerns. All instructors of the special sections are instructors--not psychologists or trained counselors. Throughout the program the staff members maintain the student-teacher relationship as opposed to a client-counselor relationship for which they are not qualified.

5. Once the interviewer and the student have completed the discussion of the seven communication concerns on the handout, the interviewer describes the program to the student. The description emphasizes that the course is designed for people who feel any or all of the concerns listed, and that it is a course which will allow them the opportunity to learn skills for tackling those problems. The interviewer makes sure to point out that the course is <u>not</u> an escape from public speaking or any other situations that the student has trouble with; rather, s/he will be expected and required to confront his/her communication problems. This is done through in-class and out-of-class assignments referred to as goals. The student is told that s/he will be required to set specific communication goals for situations that they have trouble with presently. For instance, a student who has trouble speaking out in class discussions is expected to set goals such as, "I will participate at least two times in my Spanish class." The interviewer makes it clear that the student

will be asked to carry out those goals in all of the communication situations where s/he needs to make improvement. However, the student does decide in which areas s/he needs to improve because it is important that the student feels motivated to work on problem areas. The exception is public speaking, which all students are required to do in the special sections. They are informed of this in the conference.

6. Following the interviewer's description of the course, the student asks any questions s/he might have about the program.
7. The interviewer then asks the student if s/he feels the course is better suited to meet his/her needs than the regular option. The interviewer does this only if the student has expressed what the interviewer feels to be legitimate concerns. If the student says yes, the interviewer will generally express his/her approval of the decision as a good one. The student is then signed up for the course.

Sometimes during the interview, the interviewer gets the sense that the student is looking for an easier option or one with less work or a way out of giving public speeches. Usually, the interviewer can sense this by noting the kinds of questions the student asks. For instance, this type of interviewee will often ask if the course is less work than the other options. Or s/he might ask if as many public speeches are required as in the other options. In addition, these students usually don't name any communication concerns or just a concern about public speaking.

Those that the interviewer feels are looking for an easy ride are discouraged from the course. Usually, the interviewer will tell them that the course involves more work, which is true, because each student ends up writing about 15 to 20 papers during the term in addition to taking two tests, giving several speeches, and participating in a group

project. Those looking for an easier course generally leave at this point.

If the interviewer senses that the student is looking for a way out of giving public speeches, this is pursued further. The interviewer asks the student if s/he ever gave a speech before and to describe how it went. If the student describes a bad experience of blanking out, nausea, or other symptoms of severe nervousness, the interviewer may recommend that the student enroll in Option D. If, on the other hand, the student describes what sounds to be average fear of public speaking, the interviewer will ask the student his/her major and term. If the student is in his/her last term or last few terms, the interviewer will strongly urge the student to enroll in the special section. This is because if s/he tries to stick it out in the regular section and can't make it, his/her graduation might be held up. The student's major is also a consideration in making this judgment because some fields will involve more public speaking on the job than will others. If a student is in education, for instance, the interviewer will usually recommend that s/he enroll in the special section.

Students who seem to be expressing an average fear of the public speaking situation who are early in their college careers will generally be encouraged to return to their regular sections. This is because even though there are three sections of the special option every term, they always fill and generally are overloaded by one or two students. If we accepted every student who feared public speaking, we would exclude a large number of other people who need the course for many more reasons. Also, public speaking is the last unit covered in the course, and those who have no other communication problems have a difficult time getting as much public speaking practice as they need.

HOW THE COURSE IS STRUCTURED

There are three sections of the special course offered every term at Penn State, each with about twenty students and one instructor. In this section I will describe how the course works in terms of what content is taught in what order and student assignments. I want to emphasize at the outset that the course is extremely time-consuming for the instructor because of the individual attention that is given to each student. This is necessary, however, as will become apparent in the following discussion.

1. At the first night of class (all sections meet in the eveings from 7:00 to 9:00) students are instructed to write a paper called the "Self as Communicator Paper." They are asked to use the paper to describe their strengths and weaknesses as communicators and to be as specific as possible in describing their behavior and how they want to improve it. At that same class, each student signs up for a twenty to thirty minute conference with the instructor to be held over the next two days. The student is asked to bring the paper to the conference.
2. The purpose of this conference is so that the instructor can get to know each student and what his/her communication concerns are. These will vary from student to student, and students are asked to work on those areas only where they feel they need improvement. Thus, at the conference, the instructor gets to know each student and also begins setting up each individual's assignments for the term, since these will vary depending upon a student's needs.

The conference begins with the instructor reading the student's "Self as Communicator" paper. This serves as a jumping off place for the meeting. The instructor asks the student questions about what is written for clarification and greater detail. If a student has failed to mention a particular communication situation as either a strength or a weakness,

the instructor will ask if s/he has difficulty with the situation. For instance, a student may have neglected to talk about how s/he performs in small groups, and so the instructor will mention the situation and ask the student how s/he fares in that type of situation, whether or not the student feels free to express ideas or has a tendency to hold back.

The last thing that is done at the conference is the instructor helps the student decide on a first communicative goal. Goals are assignments that students complete both in and out of class. These are attempts by the students to put into practice the skills and principles taught in class. Rather than assigning all students who have difficulty with social conversation to go ride a bus and talk to someone, we allow them to choose situations where they would just like the practice or have some actual objective they would like or need to achieve. For instance, a student might have trouble talking to authority figures and consequently may have avoided seeing a teacher for help or seeing an advisor for assistance in course scheduling. That student might select as a goal to go see that teacher or that advisor.

To help a student decide on a first goal, the instructor asks the student what s/he would like to do, if s/he has anything that ought to be done soon, such as seeing a teacher for help. If not, the instructor steers the student toward something that seems to be relatively easy for the particular individual. So if social conversation seems to present the least difficulty for a student, the student is encouraged to begin with a social conversation goal. S/he is allowed to pick the specific situation.

3. Course content begins with a discussion of communication and basic principles, similar to what one would expect in a regular basic speech class. One difference, however, is that the notion that communication skills can

be learned is stressed. Often, these students feel that they were born "shy" and so can't really change or they think others were "blessed" with skills whereas they weren't. One method for teaching these communication principles is presented in Appendix B.

4. The second topic of the course is called "goal analysis." This is a procedure based on Robert Mager's book,[5] which is taught to help students acquire three skills: (1) the ability to clearly define their goals; (2) the ability to list criteria that would indicate successful goal accomplishment; and (3) the ability to plan and prepare to execute a specific goal. Until students learn this procedure, they cannot complete the assignments for the course.

The first skill, the ability to set specific goals, is taught for two reasons. First, students in the course often set unrealistic goals for themselves or don't know what their goals are for a situation. So, for instance, they may have as a goal, "I will carry on a 10 minute conversation with a stranger at a party and we will get to be friends." This is obviously an unrealistic expectation; it is something that may happen once in a lifetime or on television, but rarely in everyday life. If students do not set realistic goals, they set themselves up for failure, something they don't need while trying to build their confidence by attempting situations they have been avoiding.

The next skill, the ability to list criteria that indicate successful goal achievement, is extremely important. The students in the program generally evaluate themselves in terms of how they <u>felt</u> about their communication, not how they actually behaved. So, for example, if a student gave a very good speech as far as the audience was concerned, if s/he was nervous or didn't feel "right" about it for some reason, the student would assume that s/he had failed at the goal. Students need to be taught to make

a list of behaviors that would indicate they had successfully completed a goal. This list should be stated in terms of behaviors only; feelings should be left out. In addition, students' lists should focus on their behavior, not that of the other, because we can't control the other's actions. So if I attempt a conversation with a stranger and s/he says, "Go away, I'm in a bad mood," I will not consider myself a failure in terms of the goal because I realize that it was not my fault that things didn't work out. However, the students in this program tend to accept blame for all failures, even when that failure is the fault of the other person or of circumstances.

Finally, students need to be taught how to prepare for their goals and how to plan strategies for handling various situations. Perhaps because these students often think that "good speakers" are born with a talent, they don't consider that communication goals must be planned for. Effective class participation, for example, requires being prepared for class, paying close attention, and mentally formulating questions and answers. Thus, these students are taught to make written plans of how they will prepare for, initiate, carry out, and end their communication goals.

All of these skills are taught through lecture. In addition, students are given a handout (See Appendix C) that they must complete every time they are preparing to actually carry out a communication goal. The handout, called the "Goal Analysis Preparation Sheet," helps students learn all three skills by requesting that they state a specific goal, list criteria for success, and list the steps they will take to prepare and implement the goal. In addition, upon completion of a goal, every student write a "Goal Report," following the format provided in Appendix D. This form requires the student to state his/her end goal, describe his/her behavior during the attempt, and evaluate his/her success on the basis of the criteria listed

on the "Goal Analysis Preparation Sheet." Moreover, the student is asked to elaborate, if something goes wrong, if it was his/her fault, the fault of the other person, or the fault of circumstances. Thus, all of the skills involved in the writing of these two papers prior to and after every goal constitute a large part of the goal analysis instruction.

5. Once students have learned goal analysis, they are ready to begin tackling information about various kinds of communication situations. The first type of situation dealt with is social conversation. The instructor talks about the importance of audience and situation analysis in order to stress that what one does to be an effective conversationalist depends upon who it is that s/he is talking to and what the situation is. In addition, techniques are taught for starting, maintaining and ending conversations. One other topic considered is how to decide who to approach for conversation.

Tied to social conversation instruction is discussion of how to talk with authority figures. The principles taught are to follow social amenities, be well prepared, and to conduct audience and situation analysis to determine ways to adapt yourself to the person and the specific situation. Students generally respond to this discussion by remarking that they never thought about the importance of thorough preparation (i.e., writing down the questions they want to ask, making an appointment to guarantee time, etc.).

6. The unit that follows social conversation instruction is class participation. Again, the students are taught the importance of audience and situation analy sis and preparation. Preparation, in particular, is crucial. One student very recently wrote, after successfully offering her opinion several times in a class, that she had always thought that some other students who frequently participated could just open their mouths and good ideas would come

out. She said, however, that she had learned that by being prepared for class, she too could participate and get a positive response from the teacher.

7. The next topic of the course is small group discussion, where the students are taught the same kinds of skills and concepts that students in any basic groups course are caught. A difference, however, is that effective member behaviors are stressed, especially equal participation. The idea is emphasized that remaining quiet denies the group the ideas of those who do not speak out. In addition, the instructor emphasizes that the main benefit to having people work in groups is so that there are many more ideas generated, more perspectives for looking at the same thing, more resources to draw upon, etc., none of which occur if members hold back their ideas.

8. Job interviewing is considered next in the course. Again, the instruction is similar to that which would be taught in a regular course. Students are taught the importance of doing a self-analysis to decide on what their goals are, what they like to do in terms of a career or job, their hobbies, interests, skills, and so forth. They are also taught the importance of preparation and are given some materials that contain types of questions commonly asked in interviews. The importance of honesty and confidence are stressed, as well as how nonverbal behaviors influence an interviewer's perceptions.

9. The last content area given specific attention during the program is public speaking. Instruction here is similar to a unit on public speaking done in a basic speech class. A major difference, however, is that the notion of public speaking as "extended conversation" is emphasized. The students who take the special course tend to have a variety of misconceptions about public speaking. For instance, they see it as very formal; they assume they are supposed to write out and/or memorize speeches; they think

that every word they planned to say must be exactly the same as that which actually comes out; they think it is fine to look over their audience's heads, etc. They have a tendency to get so wrapped up in the act that it has no real meaning as a communication event. The last thing they seem to worry about is the content of what they will say. We try to change that focus by making them message-centered rather than self-centered. For this reason, we try to convince them that they ought to try a more conversational approach to public speaking, as if they were having a conversation with a bunch of people at once. They are taught to look for audience nonverbal response as if it was the audience's turn to speak in the conversation. They are requested to use note cards and not to write out any of their speeches, so that they can think about what they are saying rather than about the fact that they are speaking in front of an audience.

Before any student presents a speech in front of the entire class for the first time, s/he is required to rehearse the speech in front of the instructor. Although this is very time-consuming, it is a very effective technique. First, it gives the student a chance to rehearse the speech with a live audience member, as opposed to just by themselves. Second, the student gets the instructor's advice regarding how to improve the speech before s/he attempts to give it in the classroom. That way the student can feel confident that s/he is doing the speech correctly, at least in terms of content and structure. This technique is a way to increase the chances that a student will succeed in presenting a speech. If they do not do well on the first speech, it will be extremely difficult to get them to try again in most cases.

Another method that is used to prepare students for their first full-length speech is the impromptu speech. This has to be handled very carefully, however, but it is extremely effective. Students are not told in advance that

this activity will take place because they may not show up for class. On the night of the impromptus, students pick two or three cards that contain topics. The topics are simple and very light, such as "The three worst meals served in the dining hall," or "How not to act on a first date." The students are given about 15 to 20 minutes to put together mini-speeches, which they are informed they will then present to the class. They are told to keep the speeches light and fun if possible. It is very important that the instructor make the activity seem enjoyable and not terribly important so that students won't feel too much pressure. You'll find, though, that all are quite nervous for this. Then, one at a time on a volunteer basis, students get up and do their mini-speeches. The instructor does a great deal of joking around between each speech, with the joking related to the topic that the student talked about. This keeps the class relaxed and makes the speaker feel as if s/he is getting some response. In addition, all speeches are followed by clapping. This is usually easy to institute because the person that volunteers first often does so because s/he thinks s/he has a good speech. It usually is, too, and so the clapping often begins spontaneously. Otherwise, the instructor starts it first. As unimportant as clapping may sound, for many of these students, it is the first time anyone has ever clapped for them. I have never had a student say, "People clapped, but that didn't mean anything." Usually, they are thrilled by it.

There are several important benefits of this activity. First, if every student is able to do it, you as an instructor can breathe easier because you know now that every student can do the full-length speech. If a student refuses to do this mini-speech, you can bet that you'll have quite a persuasion job when you try to get the student to do a full speech. A second benefit is that because the topics are light and the speeches are often

humorous, these students get a great deal of audience response, including laughter. Like applause, for many this is the first time, and you might be amazed at how some of them "come alive" when they see that audience response. One student recently told me that he was starting to actually enjoy this "stuff," and he happens to be one that generates audience response frequently due to his sense of humor.

This then is the order in which topics are covered. Throughout this time, students are self-selecting various goals to complete, especially out-of-class. These are the major assignments for the course, although there are some others which will be discussed next.

Student Assignments

1. Out-of-Class Goals. These have already been referred to, but will be briefly restated here. Students select communication goals that they want to attempt, prepare goal analysis preparation sheets that are approved by the instructor, go out and attempt the goals, and then write goal reports that are read by the instructor. Most students do at least 5 or 6 of these in a 10-week course.

2. In-Class Goals. These are either speeches during the class or group oral presentations. Sometimes students do oral interpretation of literature too. Prior to any in-class goal, students write a goal analysis which must be approved. After their performance, they write goal reports.

3. Group Project. Because many students take only large classes that do not entail any group work, students are required to complete a group project as part of this course. For many, it is the only opportunity they have to work in a small group. The topics of the projects vary, although last time I taught the course I asked the groups to review Gerald Phillips' new book, Help for Shy People.[6] Generally, instructors try to come up with projects that teach additional communication concepts and/or skills.

4. Simulated Job Interviews. Because many students won't have the opportunity to practice their job interviewing skills, simulated job interviews are arranged. This is done on a voluntary basis, so that only those who want a practice interview do the assignment. Instructors handle the assignment in one of two ways. The first and probably most effective is to bring in outside interviewers. This provides a fairly realistic situation and confronts the interviewees with an authority figure. Students are divided into small groups consisting of the student or students to be interviewed and a couple of observers. The interviewer sits with the group and interviews the "candidates." The other students take notes, give their reactions, and write an "Interview Reaction Paper." The interviewer also provides the student with his/her feedback.

The above method requires finding outsiders to come in to do the interviewing. Sometimes this is not possible, so an alternative way is to have students interview each other. Again, some students volunteer to be interviewed; others volunteer to be interviewers, and groups are arranged in the same manner as described above. This works well, but does not provide as realistic a situation as bringing in outsiders.

5. Self-as-Communicator Papers. The student writes a "Self as Communicator" paper at the beginning of the term. This has already been discussed. At the end of the course, the student again writes a "Self as Communicator" paper that the instructor does not read until the grades are handed in. The reason for this is to encourage students to be honest. In these papers, students describe the changes, if any, that they have seen in their communication behavior. These are very interesting papers to read, and often provide a reward to the instructor that can't be equalled, not because they say wonderful things about the instructor, but because they describe many positive changes that have taken place in the students.

CONCLUSION

This paper has attempted to describe in as much detail as possible a very complex program. There are a few key points that need to be summarized. First, a course of this type needs to be voluntary in the sense that students with problems need to volunteer for special instruction. This is because the students have to be motivated to improve if the course is to work. Therefore, it does not seem wise to run around and identify people with problems and tell them they need help. It is best to make people aware of the existence of the program and let them identify themselves. A second point worth emphasizing is that a program of this type needs to provide students opportunities for practice. In the program at Penn State, this is done through the in-class goals (speeches, group oral reports, etc.), the out-of-class goals (any sort of communication goal of the student's choice to be done out of class), and the other assignments that provide them with practice situations (the group project, simulated job interviews, etc.). Finally, the process involves a great deal of persuasion on the part of the instructor. S/he needs to persuade students to change their views of themselves as communicators and of the act of communication. This is done through the material on communication principles, goal analysis papers, goal reports, audience and situation analysis instruction for all types of situations, and discussion of public speaking as extended conversation. When these procedures are followed, you provide for students who feel they have problems a course that is effective and yet does not make magical promises.

NOTES

[1] James C. McCroskey, "The Implementation of a Large-Scale Program of Systematic Desensitization for Communication Apprehension," The Speech Teacher, 21 (1972), 255-264.

[2] William Fremouw and Michael Scott, "Cognitive Restructuring: An Alternative Method for the Treatment of Communication Apprehension," Communication Education, 28 (1979), 129-133.

[3] Gerald M. Phillips, "Rhetoritherapy Versus the Medical Model: Dealing with Reticence," Communication Education, 26 (1977), 34-43.

[4] Ibid.

[5] Robert F. Mager, Goal Analysis (Belmont, California: Fearon Publishers, 1972).

[6] Gerald M. Phillips, Help for Shy People and Anyone Else Who Ever Felt Ill at Ease on Entering a Room Full of Strangers (Englewood Cliffs, N.J.: A Spectrum Book, Prentice-Hall, Inc., 1981).

APPENDIX A: OPTION D HANDOUT

Speech Communication 200: Option D

Option D is an emphasis of Speech Communication 200 established to assist students who have special communication needs. It is designed to work directly on specific problems in communication within academic and social settings. In Option D, students are expected to set individual goals to accomplish communication tasks which they have heretofore been reluctant to try and unable to do. Check the following kinds of communicative concerns:

1. You may have difficulty asking questions in class and participating in class discussions. You may be reluctant to strike up acquaintances with classmates.

2. You may shy away from speaking to professors after class and avoid office conferences.

3. You may feel apprehensive at employment interviews and uncertain about how to communicate on the job with your boss and fellow employees.

4. You may be uneasy about committee work and feel that you don't contribute your fair share in group problem-solving discussion.

5. You may have difficulty meeting strangers and opening up new friendships. In social situations, you may find yourself a non-participant on the fringe of the group.

6. You may be unusually troubled, feel physically ill, shake, or sweat when you have to present formal reports in public situations.

7. You may experience difficulty with shyness.

If you feel any or all of these communication concerns are yours and if you wish to work specifically on solving them, you are eligible for an interview for Option D. IF YOU ARE IN DOUBT ABOUT WHETHER OR NOT YOU HAVE SPECIAL COMMUNICATION NEEDS, COME FOR THE INTERVIEW. There is no obligation to enter Option D; it is entirely voluntary. However, you cannot enroll in Option D without an interview.

Interviews are confidential and will be conducted in Room 225 Sparks any time between 9:00 a.m. and 4:00 p.m. on Thursday, March 10 and Friday, March 11, and between 9:00 a.m. and noon on Monday, March 14. The interviewer will discuss your communicative needs with you, and the two of you will decide whether or not Option D can be useful to you. If you elect to enter Option D, your transfer will be automatic; you will not need to go through a drop-add procedure.

APPENDIX B

FORCED CHOICE QUESTIONNAIRE

Below are several statements pertaining to some basic understandings about human communication. The task for your group is to read each item carefully and respond in the space to the left of each statement with one of the following responses: SA - strongly agree; A - agree; D - disagree; SD - strongly disagree. Your group should attempt to reach consensus on each item, and you should be able to explain your reasoning.

_____ 1. Communication is the process by which we form our self-concepts.

_____ 2. Communication is the process by which we form our relationships with one another.

_____ 3. Meanings are created in the minds of human beings--they are not in the words themselves.

_____ 4. The best way to give a good speech is to write it all out beforehand.

_____ 5. There is no way that nervousness could help you give a better speech.

_____ 6. Communication is generally goal-directed behavior.

_____ 7. Communication skills cannot be taught; you either have them or you don't.

_____ 8. The most effective communication is adapted to suit the particular "audience."

_____ 9. Communication is the primary way that we have impact on the world.

_____ 10. Good communicators always speak spontaneously.

APPENDIX C

GOAL ANALYSIS PREPARATION SHEET

STEP ONE: State your end goal in a single sentence. (Be sure to include who your audience will be and how long it will last.)

STEP TWO: Give details of the goal:

a. When will you attempt the goal?
b. Where will you attempt the goal?
c. What is it that you want to accomplish by talking to this person?
d. Why did you select this person to talk to?

STEP THREE: List your criteria for success of this goal. Describe the performances that you would have to see happen in order to agree that the goal had been accomplished. "I will know that I have accomplished my goal when I have done the following:" (Then list the performances.)

a. List the activities necessary to prepare and practice.
b. Describe how you will start your goal.
c. Describe how you will progress with your goal. What behaviors will you engage in as you carry out your goal?
d. How will you end your goal?

STEP FOUR: Try to account for possible outcomes of your goal.

a. What's one possible positive response you could get? What will you do if you get it?
b. What's one negative response you could get? What will you do if you get it?
c. What's the likely response that you will get? What will you do if you get it?

APPENDIX D

GOAL REPORT FORMAT SHEET

STEP ONE: State your end goal.

STEP TWO: Describe what happened to you when you tried to carry out the goal.

a. How did you begin?
b. How did you proceed from there?
   1. How did the audience react?
   2. How did you adjust to audience response?
   3. If applicable, where did you get topics from?
c. How did you end your goal?

STEP THREE: Evaluate your success.

a. How do you think it went? Were you successful? Why or why not?
b. If you were unsuccessful, was it your fault, the fault of the other person(s), or the fault of circumstances? (Explain)
c. Did you achieve all of the performances that you had listed as criteria for success? Which ones did you achieve?
d. Would you do anything differently if you were to do the goal again? Are there any specific performances you would like to improve? How do you intend to improve them?

STEP FOUR: Are there any additional comments you would like to make?